Speaking 3'S: Innovative of Contextual Method in English Language Teaching for Speaking

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Abstract

English as an international language, it is a key to conquer the world. Education is a tool that enables students to gain knowledge and develop their creative thinking abilities. The aim of this research is to evaluate the advantages of implementing SPEAKING 3'S, an innovative method for English Language English language teaching, especially in speaking. Within the confines of a quantitative descriptive research design, an experimental group and a control group were compared. In the experimental group, two weeks of English classes were modified within the framework of Speaking 3'S, an innovative and newest English language teaching style. In the control group, there is no instructional activities based on the Speaking 3'S technique were implemented. Pre and post-tests were administered to evaluate the efficacy of the SPEAKING 3'S method on the speaking skills of students and to compare the experimental and control groups. In addition, observations were done to evaluate the participants in both courses and compare their similarities and differences (students' interactions with the teacher and their opinions on the English language teaching style implication). The adoption of the SPEAKING 3'S technique in English lessons improves students' speaking skills and can assist offer an original point of view to English Language teaching, according to the findings of this research.
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1. Introduction

English is a language that is spoken all over the world, and more and more people are beginning to study it. The educational systems of a great number of countries now include English instruction since it is the de facto international language. According to Doancay Aktun (1998), despite the fact that Japan is officially a monolingual nation, English is considered to be a unique auxiliary language. In addition, the English language is employed in many parts of day-to-day life; hence, it is also taught as a foreign language beginning at a young age in schools located all over the world (Broughton et al, 2003). English language

teaching, English as a foreign language necessitates the utilization of a variety of methodologies and techniques (Oliver,2016).

Throughout the past century, numerous academics and researchers have produced a variety of English language teaching techniques, including novelty or innovation in methods. Before this century, language education procedures differed between two methods; the first method emphasized the use of language for communication, while the second method emphasized examining language techniques, 2 such as mastering grammatical rules (Matus, 2011). The researcher had the concept for this exercise after making a chance observation in a speaking class, where it was common for students to not participate in class activities using traditional techniques. The idea of incorporating a popular culture that young people are familiar with that provides some fun while yet upholding the objectives of the speaking class ultimately leads to the Speaking 3's Got Talent activity. In this exercise, which is modeled after the popular TV program America's Got Talent but is called Indonesia Mencari Bakat in our country, students must demonstrate one of their abilities in front of the class while utilizing English as their language of expression.. Moreover, the importance of speaking abilities for developing other language skills, such as speaking (Cheng and Matthews, 2016). Increased speaking skills are also incredibly advantageous since they strengthen students' intellectual talents, such as their capacity for reasoning, linguistic proficiency, and communication. Several studies have demonstrated that the performance of individuals in numerous disciplines is closely correlated with their speaking skills (Graham, 2007).

Thus, developing students' speaking and speaking skills should be a central component of English language instruction. The purpose of education is not just to impart knowledge to students, but also to cultivate their ability for creative thought and awareness of ever evolving information. SPEAKING 3'S has been identified as one of the most effective pedagogical techniques by researchers that have evaluated the most effective instructional strategies (Ekmekci & Nebati, 2019). SPEAKING 3'S is an effective technique which helps students solve difficulties by generating novelty or innovation in problem solving (Gadd, 2019). The application of SPEAKING 3'S changes the neural networks in the brain, allowing individuals to be more creative and method problems from unique perspectives (Kaplan, 1996). In fact, emphasized that SPEAKING 3'S can assist students in replacing traditional, disorganized problem-solving methods with new, organized methods (Maan.2002). This research attempts to solve this deficiency by implying SPEAKING 3'S as an innovative and creative method in English language instruction in an Iraqi school in Gaziantep, Turkey, to improve speaking skills of intermediate level students. The SPEAKING 3'S technique enhances learners' creative problem-solving skills; the SPEAKING 3'S method tries to make invention a systematic process by employing a collection of creative principles and strategies (Vincent, 2000). Using the SPEAKING 3'S technique in English language instruction could thereby enhance students' problem-solving skills. An English proficiency test called the Key English Test, or KET, was created by Cambridge Assessment English to evaluate fundamental English abilities. There are four sections to this test: speaking, speaking, listening, and speaking. In the Speaking section, candidates will be evaluated on their proficiency in English speaking using realworld scenarios. The test taker will converse with an examiner who will evaluate their ability to utilize clear communication, comprehend and effectively reply to questions, and use suitable language and grammar.

2. Literature Review

This exercise is based on a popular TV program called America's Got Talent, which has been adapted in our nation into Indonesia Mencari Bakat. Students are required to demonstrate one of their abilities in front of the class while utilizing English as their language of expression. As strange as it may sound, this activity incorporates CLT concepts. Likewise, in order to capture the intended aim of the activity and avoid adding extraneous process, the structure of this activity was finalized using an adaptation process rather than an adoption, as proposed by Hiep (2007).. Thus, he advocated for the use of SPEAKING 3'S methodologies at the elementary, middle, and high school levels. SPEAKING 3'S is effective not just because it helps learners find problem solving to specific situations, but also because it makes their thinking more flexible and creative (Kaplan, 1996). The SPEAKING 3'S technique employs essential analytical tools for problem solving. These tools are founded on essential system transformation knowledge and their theoretical foundation. The purpose of the SPEAKING 3'S method is to determine the optimal solution to a problem. Moreover, the SPEAKING 3'S methodology can be used with other, more conventional methods for more effective problem resolution (Nebati, 2019). Montecchi and Russo (2015) suggested that SPEAKING 3'S identifies two sorts of contradiction: physical pertaining to contradictory system attributes and technical – pertaining to opposing subsystem requirements. Contradictory problems can be solved in one of two ways: first, by making sacrifices; second, by reframing the objectives in the form of the contradiction and employing this strategy to overcome the contradiction. Innovation education is a pattern of contemporary education that enables students to develop their independence, creativity, and professionalism (Anusca Ferrari, 2009). Johnson (2019) discovered that English language teaching students with unique and creative ways helps to increase their capacities and makes them more creative in their application of knowledge and skills. This adoption of new methodologies, such as SPEAKING 3'S, involves English language teaching students organized problem solving techniques. SPEAKING 3'S is a structured strategy for creatively solving problems in all professions and in our society (Cerit, 2014). SPEAKING 3'S is an innovative technique based on multiple tools, such as brainstorming, mind mapping, morphological analysis, and creative thinking. These tools aid students in both comprehending and solving the problem (Gadd, 2011).

3. Research Method

The primary research design utilized in this investigation was one that was quasi experimental. Data were obtained from students enrolled in the second semester of the English Department at STKIP AL MAKSUM. Students were separated by gender and ranged in age from 17 to 19.

In the current investigation, a quantitative descriptive method was utilized to collect both quantitative and qualitative data to measure the variables associated with the implementation of SPEAKING 3'S as an innovative instructional strategy. This methodology is widely utilized in the field of education research, and scholars acknowledge its robustness and dependability as a research method. The English Key Test (KET) was used to collect quantitative data that was used to quantify the impacts of employing SPEAKING 3'S as an innovation method on learners' performance. This was accomplished by comparing the findings of the post-test to the results of the pretest in a reliable manner. The researcher observed the interactions between the students and the teachers and took notes on what they saw. This provided the researcher with qualitative data (Alkasem & Tilfarlioğlu, 2022).

4. Findings and Discussion

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A quantitative descriptive research approach was chosen to be used for the purposes of this research study. The data, both quantitative and qualitative, were obtained from the students who were in their second semester. The researcher came to the conclusion that a quantitative descriptive study strategy would be most appropriate given the possibility of validating and comparing the findings obtained from qualitative and quantitative data. The researcher was able to check the reliability and accuracy of any findings reached as a result of this (Byrne, 2007). Overall, the utilization of a design that incorporated a number of different approaches contributed to a deeper level of comprehension being achieved. The quantitative data came from the pre-test and the post-test that were given to the students, while the qualitative data came from the observations that were carried out throughout the study. Both tests were given to the students. The IBM (SPPS 26) Statistical Package for Social Science was used to undertake an analysis of the quantitative data and an assessment of the level of dependability of the results. Both of these tasks were carried out simultaneously. After entering the results of the KET exams that were taken by both groups into SPSS, a pair of tests, a t-test and an independent sample t-test, were carried out in order to assess the degree of difference in English proficiency that existed between the two groups. It can be challenging for those who are learning a foreign language to communicate in that language in public settings such as lectures. Many unpleasant symptoms, such as anxiety, numbness, being silent, etc., might affect students. "Stage fright" refers to the fear or worry that people feel before or during public behavior (McCrosky, 1976). The dread of not being able to handle the increasing stress during a performance, in other words, is what it is before or during a performance (Van der Loo, 2008). Stage fright, formerly known as "speech fright" or "speech anxiety," is now referred to by a number of various names, including communication anxiety, performance anxiety, and dread of public speaking (Mak, 2010).

The experience of speaking English in class can be uncomfortable and upsetting for almost all foreign language students. The good news is that everyone can learn public speaking. It is up to language instructors and researchers to come up with creative problem solving for helping students deal with this, which is why the researcher has downplayed stage fright as one of the research's concerns. Researchers are convinced that assessing students' attitudes or views regarding the activity is essential since one of the most effective ways to lessen it is by changing your negative ideas, thoughts, and beliefs about public speaking or performance (Esposito, 2012).

The results of these exams indicate whether there are any differences that are statistically significant between the two groups of students' speaking and speaking abilities. The qualitative data were examined using a method called thematic analysis (TA), which is a methodology for locating and evaluating meaning patterns within a dataset (Braun & Clarke, 2006). To investigate the collected data using the methodology of thematic analysis, the researcher used the following six steps:

1. The process of being well acquainted with all the data by the students do their speech about one theme.
2. The process of coding involves coming up with initial codes to arrange data in a way that is both intelligible and methodical. The reduction of large amounts of data into manageable bits of meaning is facilitated by coding.
3. Highlighting relevant or intriguing data or research topics in an ordered manner is what we mean when we talk about generating themes.
4. Evaluating, modifying, and refining the preliminary themes that were discovered in the step before this one is what is meant by "reviewing themes." This step is taken to ensure that the data are logical and support the themes, in addition to gathering all of the pertinent data to the appropriate theme.

5. Determining the core of each theme's material, including the overarching message of the subject, is required to define and name the themes in the text. In what ways do the various subthemes link to, and relate to, the overarching theme? besides, what exactly is the connection between all of the themes?
6. Having a collection of concepts that have been fully developed and that entail the final analysis and writeup of the report is what is meant by "speaking up." By providing material that is concise, consistent, logical, and does not repeat itself within or between the themes, the aim of this stage is to convince the reader that they can comprehend the intricate story told by the data that was collected.

In this section, the results of the research are presented, interpreted, and discussed.

SPEAKING 3'S as Innovative Method Effect on English language teaching the English Language

Students in two classrooms from the second semester were subjected to the SPEAKING 3'S technique. The experimental group was represented by the first class, which received exposure to the SPEAKING 3'S method; the control group, which did not get exposure, was represented by the second class. The outcomes of the students in the experimental and control groups were compared using the KET pre and post-tests for speaking and speaking abilities. The researcher also took on the role of an observer to monitor how the activity of the students in both groups and assess their similarities and differences on a range of dimensions.

The Learners T-test for Two Independent Samples

The academic performance of the experimental and control groups' mean scores were compared to determine whether there was a statistically significant difference of this research.

Table 1. Independent Samples Test for the Learners

	group	N	Mean	Std. Deviation	Std. Error Mean
General	Experimental	10	10.20	2.61	0.82
difference	Control	10	7.00	3.16	1.00

Table 1 highlights that the experimental group (M = 10.20, SD=2.61) was 3.20 points higher than the control group (M= 7, SD = 3.16). Table 2 evidences that there were statistically significant differences in the t-test value of 17.39 = 2.46 and a level of statistical significance of $p = 0.02$ in the scores which is lower than 0.05.

Table 2. Independent Samples Test for the Learners

		Levene's Test for Equality of Variances		t-test for Equality of Means					
						Sig. (2tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df				Lower	Upper
General difference	Equal variances assumed	0.05	0.82	2.46	18	0.02	3.20	1.29	0.47	5.92
	Equal variances not assumed			2.46	17.39	0.02	3.20	1.29	0.46	5.93

It was noteworthy that there was a mean difference of 3.20, with a 95% confidence interval of 0.46 to 5.93. To help the experimental group, SPEAKING 3'S techniques were used in the classroom. The KET pre and post-test results for both groups partially supported the research claim that the novelty or innovation in SPEAKING 3'S technique is more effective for English language teaching English than conventional methods.

The general KET test results for the experimental and control groups were compared, and the comparison showed that the experimental group's difference between the post-test and pretest was ten points, while the control group's change was seven points. These results show that learners in the experimental group who utilized SPEAKING 3'S as a novelty or innovation in strategy increased their performance more than those in the control group. Hence, English language teaching English to students using the SPEAKING 3'S technique may improve their performance.

SPEAKING 3'S Impact on the Students' Speaking Skills

Speaking was the only abilities tested by the KET test, and both are essential for learning and work best together. For each skill, a separate research was done to compare the performance of the two groups. There was a one point difference in speaking skill achievement. The statistics showed that the experimental group's speaking skills were superior. The results of the KET test were consistent with the observations collected throughout the experiment and the test score data. The learners in the experimental group and the control group did indeed perform differently.

The contextual method and participative techniques like this research using were enhanced by the SPEAKING 3'S method. Students were encouraged to interact with one another and share knowledge through the SPEAKING 3'Sbased activities that were implemented. Via the created SPEAKING 3'Sbased activities, students are urged to converse with one another and share their knowledge. The experimental groups learned how to solve issues, think critically, and imply what they had learned, and all the abilities they acquired pushed them to have more control over the learning process.

Significance Test for the Experimental and the Control Group's Score

Table 3. Significance Speaking Scores of Both Groups

group		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper	t	df	Sig. (2tailed)
Experimental	Speaking Preand post-test	4.50	1.35	0.42	5.46	3.53	10.51	9	0.00
Control	Speaking Preand post-test	3.60	1.57	0.49	4.72	2.47	7.21	9	0.00

The experimental group's t-test value was 10.51 with a level of statistical significance of 0.00, according to Table 3, whereas the control group's was 7.21 with a level of statistical significance of 0.00. The experimental group's mean was 4.50, and the 95% confidence interval included the range of 5.46 to 3.53. A 95% confidence interval for the mean of the control group's data ranged from 4.72 to 2.47, whereas it was 3.60 for the group in general. Overall, it can be said that the experimental group's students had statistically considerably higher speaking skills than the control group,

thanks to the use of the novelty or innovation in English language teaching technique SPEAKING 3'S.

5. Conclusions

The results of the current research provide insight into how SPEAKING 3'S implementation, a cutting edge method to English language teaching and learning foreign languages, affects students' speaking abilities. The results of this research should be used to urge teachers to adopt a variety of English language teaching techniques to meet the needs of their students. Teachers should also be flexible in how they implement various methodologies and methods in the classroom. It was clear that at first, students preferred to work alone rather than in pairs or groups because this research focuses on a communication technique and participatory learning. This illustrates the critical necessity for teachers to actively promote group work among their students since it allows them to grow as communicators and learn from one another.

In this research, questions and subjects from an existing textbook were covered in the lesson for both groups, but only the experimental group received an explanation using the novelty or innovation in SPEAKING 3'S method. Even while the results show that the students in the control group who only utilized the textbook improved their speaking and speaking abilities, they did not outperform those who were given SPEAKING 3'S treatment in terms of final product. English language teaching and learning SPEAKING 3'S implications show that teachers might constantly modify and reformulate their lesson plans in order to help students achieve greater success.

The results of the current research show that the experimental group's performance among learners improved not only in terms of test results but also in terms of their capacity for interpersonal communication. It is recommended that additional studies be carried out with students in primary and secondary schools with the aim of determining the efficacy of SPEAKING 3'S in language English language teaching and learning at all levels of schools. Teachers can help students in this way to raise both their test scores and communication abilities. Furthermore, all English skills, including speaking and listening, should be considered for future studies while using SPEAKING 3'S as an innovative method of English language teaching EFL learners. If employing SPEAKING 3'S as an innovative strategy always has any effect on students' performance, further research should be done with students from other schools, such as states schools, and in various circumstances. Further research should concentrate on finishing the course using the SPEAKING 3'S method by the allotted time. Comparing the SPEAKING 3'S technique to other English language English language teaching methods and instructions as an innovative way will be useful because the substance of SPEAKING 3'S principles is comparable to that of other English language teaching methods.

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